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ABSTRACT

Colleges and universities engaged in the preparation of art teachers address a broad range of issues. Questions concerning specific education requirements leading to certification, approaches to curriculum development and assessment, opportunities for clinical experiences, and exposure to teaching methodologies and classroom management strategies are common to art teacher preparation programs. Additional questions arise concerning the utilization of technology, the diversity of student populations, and the utilization of museums and community resources. The standards delineated in this booklet are designed to be relevant to those colleges and universities with established art teacher preparation programs of excellence as well as to serve as a guide for programs working to improve their level of professional preparation. Following an introduction, the booklet is divided into these sections: "Standards for the Art Education Program"; "Standards for Art Education Faculty"; "Standards and Skills for Art Teacher Candidates" ("Content of Art"; "Knowledge of Students"; "Curriculum Development"; "Instruction"; "Assessment in Art Education"; "Professional Responsibility"); and "References." (BT)

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Standards for Art Teacher Preparation

SO 032 734

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Standards for Art Teacher Preparation

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STANDARDS FOR ART TEACHER PREPARATION

The first guidelines for art teacher preparation programs were formulated by a committee of the National Art Education Association (NAEA) in 1970 and revised and distributed as standards in 1979. Much has transpired in art education in the last two decades. This document is a result of the reexamination of those original standards in the context of current thinking and practice. A committee, formed by then President-Elect Michael Day, was convened in September of 1996 to begin the process as part of the NAEA initiatives concerning art teacher preparation. In 1999, the revised standards were distributed to the membership and presented to the NAEA Board of Directors for approval. The standards are inclusive of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE) requirements.

INTRODUCTION

Colleges and universities engaged in the preparation of art teachers address a broad range of issues. Questions concerning specific education requirements leading to certification, approaches to curriculum development and assessment, opportunities for clinical experiences and exposure to teaching methodologies and classroom management strategies are common to art teacher preparation programs. Additional questions arise concerning the utilization of technology, the diversity of student populations, and the utilization of museums and community resources. The quality of art teacher preparation programs varies widely with some colleges and universities continuously improving and updating their programs while others graduate students without strong professional preparation. These standards are designed to be relevant to those colleges and universities with established art teacher preparation programs of excellence as well as to serve as a guide for programs working to improve their level of professional preparation.

Recent initiatives in education underscore that a quality education includes education in the arts. In 1994, Congress passed the Goals 2000: Educate America Act which acknowledges that the arts are a core subject, as important to education as English, mathematics, history, civics and government, geography, science, and foreign language. In conjunction with the adoption of this landmark legislation, the Consortium of National Arts Education Associations, including the National Art Education Association, applied for and received grants from the U.S. Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities. These grants provided for the development of voluntary National Standards for Arts Education and the publication of those standards. The *National Visual Arts Standards* emphasize what every American student "should know and be able to do" (NAEA, 1994, p. 14) in the visual arts. Students should, according to the Standards, be able to "communicate proficiently" in the visual arts, "develop and present basic analyses of works of visual art, have informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and be able to relate art knowledge within and across the arts disciplines" (NAEA, 1994, p. 14).

Educational leaders are now recognizing that teachers are the key to educational reform. One of the most interesting and positive events in recent years is the development of national standards for certification by the National Board for Professional Teaching Standards (NBPTS). These voluntary standards allow excellent teachers to demonstrate the professional strengths they have developed with experience, advanced study, and thoughtful practice. The standards are based on five broad propositions about teaching:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities. (NBPTS, 1994, pp. 1-3)

The NBPTS publication, *Early Adolescence through Young Adulthood/Art: Standards for National Board Certification* (1994), establishes "high standards for what teachers should know and be able to do, to certify teachers who meet those standards, and to improve learning in American schools" (NBPTS, 1994, p.1). Although the standards are intended to identify and certify "highly accomplished teachers", they also provide guidance regarding the preparation of all art teachers and serve as the foundation for this revision.

The *NAEA Standards for Art Teacher Preparation* have been revised with a conscious effort to reflect the reality of current art classrooms. Elementary art teachers in some states now provide art instruction to children as young as three years old as public preschool programs operating within the context of the elementary schools are becoming more common. These children come to school already exposed to many of the problems of contemporary society including poverty and violence, if not directly, then indirectly through the media. The diversity of today's student population necessitates that all teachers work to understand and be sensitive to cultural differences and similarities while simultaneously inspiring each child to seek excellence on a personal level. The skills associated with critical thinking, a natural part of the creative process, provide a way to approach visual, personal and societal problems. Beginning art teachers must be prepared adequately for these challenges to be successful and long-lasting members of the art education profession.

With this underlying foundation for art teacher preparation firmly established, the Standards which follow are organized into three sections. Part One: Standards for the Art Education Program addresses program content for college and university art education programs. Part Two: Standards for Art Education Faculty delineates competencies of faculty whose responsibility is to prepare art teacher candidates. Part Three: Standards and Skills for Art Teacher Candidates is adapted from the NBPTS document discussed above and delineates in detail those skills art teacher candidates should possess. It is important to keep in mind that these skills would logically be developed at the level of an art education student completing a program of study rather than at the level of a more experienced art teacher. Additionally, as certification varies between states with some states granting pre-K-12 certification for art teachers, no differentiation between elementary and secondary preparation has been made. These standards are intended to be applied to undergraduate and advanced certification programs with the knowledge that the advanced program in art education should allow for extended study in all aspects of art teacher preparation. The statements throughout are intended to augment, not to repeat, the NCATE and NASAD Standards.

STANDARDS FOR THE ART EDUCATION PROGRAM

Quality art teacher preparation programs are designed to provide students with strong backgrounds of study in art education and in the visual arts. Course work is structured to develop expertise in studio art, art history, art criticism and aesthetics. Art teacher candidates receive extensive training to deliver comprehensive instruction to help students make, study, interpret and evaluate works of art (NAEA, 1985).

Students spend appropriate time learning in foundation areas, including educational philosophy, history and psychology. They are provided with the knowledge, skills and experiences in methods necessary for the development of curriculum, instruction and assessment appropriate for various applications and levels of art education. They also acquire the skills to use technology in these processes.

Opportunities for classroom visitation, visits to other educational institutions, and internships exist in addition to the student teaching experience. These experiences are designed to allow students to gain experience with diverse populations and school settings. Throughout the program of study, practical skills needed to organize and maintain a comprehensive art classroom and to manage student behavior are developed.

Teacher education programs in the visual arts prepare students with knowledge of historical developments and prevailing theories of art education. Students demonstrate an understanding of emotional and cognitive characteristics of children, adolescents and young adults in relation to their artistic and aesthetic development. They recognize interests, abilities and needs of children and young people and use this information to make instructional decisions. They apply theories of curriculum and instruction as they reflect on and refine their own practice of art education.

Standard I.
Art Teacher Preparation Programs Focus on Content of the Visual Arts.

Teacher education programs in the visual arts provide:

A. numerous opportunities to study and engage in the processes of art making involving traditional and contemporary studio approaches such as: drawing, painting, sculpture, ceramics, printmaking, fiber arts, photography, video, computer generated imagery, performance, environmental design and graphics. Basic concepts and skills related to processes, organizational structure, technical aspects, expressive content, social functions, communicative qualities and technological knowledge are developed through these comprehensive studio experiences;

B. opportunities for concentrated work in at least one studio area. Art teacher candidates need to demonstrate competency in a variety of art forms, but at least one area of studio specialization will provide a level of competence that will serve to enrich their teaching;

C. experiences which train students to engage in inquiry in the history of art, acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art. Students are introduced to artists and artifacts from a variety of cultures, periods, places and styles;

D. a knowledge of the cultural context surrounding major artistic styles and historical periods of the development of art from a global perspective. This knowledge includes those political, economic and social issues surrounding the emergence of traditional and contemporary art forms;

E. a knowledge of traditional and contemporary artists representative of diversity in regard to gender and ethnicity;

F. experiences in various methods and models of art criticism to provide a knowledge of a variety of analytical and interpretive methods as components of the critical process. Students are encouraged to make reasoned interpretations and evaluations of works of art from a variety of perspectives and to share these views in both written and oral formats;

G. opportunities for students to be introduced to aesthetic theories and philosophies of art and to study the functions and purposes of art from various cultures and differing contexts. Students investigate a wide range of works of art which elicit varying aesthetic responses. They examine and reflect on their own emotional response to works of art;

H. beginning knowledge of major traditional and contemporary theories of art such as mimesis, formalism, expressivism, instrumentalism, and institutionalism among others and of the impact of these philosophies of art on the creation of contemporary art forms.

Standard II.
Art Teacher Preparation Programs Provide Teacher Candidates with a Thorough Knowledge of the Theory and Practice of Art Education.

Teacher education programs in the visual arts:

A. include study in the historical developments and prevailing theories of art education. Students understand that there are multiple approaches to teaching art and can discuss these approaches in terms of historical precedent and personal philosophical positions;

B. provide teacher candidates with an understanding of the philosophical and social foundation underlying the inclusion of art in general education and the ability to express a rationale for a personal philosophical position concerning the relevance and importance of art education;

C. include study in the physical, emotional, artistic and cognitive development of children, adolescents and young adults that provides a foundation for developing instruction relative to specific interests, abilities and needs;

D. provide students with a thorough understanding of child development as it relates to visual perception, artistic production and aesthetic response. Art teacher candidates should also have knowledge of the specific characteristics and needs of special populations (such as gifted, hearing or sight-impaired, behavior-disordered, mentally or physically challenged, and English Language Learners [ELL]) and of teaching strategies appropriate to those populations;

E. provide opportunities for art teacher candidates to have supervised experiences in a variety of classroom settings in addition to the traditional student teaching experience. These settings should include elementary, middle, and high school classrooms in schools and districts that include various cultural and economic levels. Settings in which students can observe art teachers effectively working with early childhood, special needs, and ELL populations should be included.

F. engage prospective teachers in the study of theories of curriculum and instruction which make it possible for students to reflect on and refine their practice of art education;

G. provide opportunities for students to develop curriculum inclusive of art making, art history, art criticism and aesthetics in a variety of instructional formats reflective of national, state, and local curricular standards and frameworks.

H. provide art teacher candidates with knowledge of current teaching methods, materials and resources appropriate for various educational settings and levels of art education. Additionally, opportunities to gain practice in implementing this knowledge in the context of planning instruction are included;

I. provide opportunities for students to understand the importance of creating classroom environments in which effective art instruction can take place. Such environments should be conducive to discussion, multiple interpretations and the open exchange of ideas;

J. provide students with the skills to develop interdisciplinary curriculum which emphasizes the content of art as an essential component;

K. provide teacher candidates with a knowledge of assessment methods appropriate to the evaluation of student work, their own teaching and their art program as a whole;

L. emphasize the importance of continuing self-evaluation and professional development as an essential component of effective teaching. Art teacher candidates are provided with many opportunities to reflect on their academic and clinical experiences throughout their preparation and understand that the process of reflection contributes to increased awareness of professional growth.

STANDARDS FOR ART EDUCATION FACULTY

The responsibility of preparing teacher candidates for the visual arts largely remains with art education faculty who work within certification programs in higher education. Faculty are employed within institutions which vary in terms of size, autonomy, academic orientation, and demographics. Faculty workloads vary in terms of expectations for teaching responsibilities, research and/or creative activities, and professional service commitments.

Teacher education candidates for the visual arts must be taught by competent art education faculty who hold advanced degrees and whose backgrounds reflect professional and practical experiences with learners in a variety of educational settings from early childhood to adult. The faculty should model excellence in teaching and be committed to the improvement of art teaching and the qualities reflected in this document.

Standard I.
Art Education Faculty Must Be Thoroughly Competent in the Practice of Art Education in Order to Prepare Future Teachers of Art.

Art Education faculty responsible for preparing art teacher candidates should:

A. hold advanced degrees, have extensive knowledge and practice in art and art education, and have demonstrated competence in teaching in K-12 and/or other educational settings. Supervisory teachers and part-time and adjunct faculty should also be well-qualified individuals with formal training and experience in teaching who demonstrate known competencies in art subject matter;

B. have a thorough understanding of the foundations of art education and the components of art making, art history, art criticism, and aesthetics. They are aware of how these components relate to each another and to other subject areas;

C. have a thorough knowledge of how diverse learners acquire and develop understandings in artistic, aesthetic, critical and historical processes;

D. have a thorough understanding of curricular and instructional issues within art education, and of how these issues specifically relate to teaching within various educational and community settings;

E. have well-developed communication and inquiry skills that enable them to approach learning new skills and understandings in flexible and creative ways;

F. remain knowledgeable about developments in professional education, curricular standards, and school reform initiatives at local, state, and national levels;

G. work to ensure that teacher education candidates are exposed to campus-wide faculty (e.g., studio, art history, professional education, general education) who are strongly committed to the advancement of scholarship and teaching.

Standard II.
Faculty Responsible for Preparing Teachers of Art Remain Active in the Art Education Profession.

Art Education faculty responsible for preparing art teacher candidates should:

A. remain active in the profession through their membership within, and service to, the NAEA and other professional art education associations at the local, state, and national levels;

B. consistently strive to be current in the literature of art, art education, and in the specific disciplines that influence teaching. As committed professionals, they remain "up- to-date" through reading the literature, attending professional institutes and conferences, and by exchanging ideas with colleagues;

C. improve their programs by revising mission statements, course work, and programmatic needs on a regular basis. They continually work to make their programs as current and as excellent as possible;

D. advocate their programs within their individual institutions, communities, and the profession at large. They must ensure that their programs receive adequate resources and are staffed with well-qualified educators;

E. provide teacher candidates opportunities to participate in a student chapter of NAEA and mentor them to become active and committed members of professional organizations devoted to the development and promotion of art education.

Standard III.
Art Education Faculty Create a Supportive and Collaborative Learning Environment that Prepares Successful Teacher Candidates.

Art Education faculty responsible for preparing art teacher candidates should:

A. model teaching methods and approaches appropriate for learning both within the higher education classroom and the art educational settings for which their students are being prepared. They continuously plan and implement instruction as a series of sequential learning experiences as they prepare students to do the same in their own classrooms;

B. demonstrate a commitment to cultural diversity in all matters related to teaching and learning;

C. collaborate with other faculty in teaching, learning, and research activities relevant to art education;

D. conduct appropriate assessments of student learning within art education. They recognize that they are responsible for teaching students about the assessment of student progress and program success. They encourage students to be reflective in their college and university programs and in all aspects of teaching;

E. monitor the progress of art teacher candidates while encouraging them to also assess their own teaching and learning;

F. provide consistent and meaningful supervision of clinical experiences reflecting an awareness of the realities of the classroom and a sensitivity toward both developing art education students and cooperating teachers in the schools;

G. are knowledgeable about the intellectual and professional development of teacher education candidates. They are sensitive to the concerns of students and guide them toward personal awareness of professional growth;

H. insure that teacher education candidates have access to diverse and alternative educational settings such as museums, community centers, and after-school programs;

I. utilize museum and community art resources in their programs.

Standard IV.
Art Education Faculty Actively Engage in Scholarly Inquiry within Art Education.

Art Education faculty responsible for preparing art teacher candidates:

A. are committed to learning about, furthering and modeling the innovative use of computer technology within the field as both an art medium and as a tool for communication, research and instructional purposes;

B. are cognizant of the research within art education, either as contributors to the research enterprise, as participants in research studies or as consumers of research;

C. take advantage of faculty educational opportunities that can enhance their professional lives.

Standard V.
Art Education Faculty Demonstrate that They Are Part of a Community of Professionals.

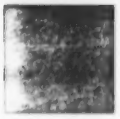
Art Education faculty responsible for preparing art teacher candidates should:

A. work to ensure that professional peers and colleagues model appropriate teaching and learning interactions within teacher education programs. Internal and external analysis from program graduates should be a component of an ongoing dialogue to assess institutional effectiveness;

B. encourage the hiring of competent and dedicated professionals who are committed to improving the quality of art teacher education;

C. recognize that art education candidates should be guided and mentored as they begin their professional careers and willingly share in that responsibility.

STANDARDS AND SKILLS FOR ART TEACHER CANDIDATES



This section, Standards and Skills for Art Teacher Candidates, has been organized under the following categories: Content of Art, Knowledge of Students, Curriculum Development, Instruction, Assessment in Art Education, and Professional Responsibility. These categories represent areas in which all beginning art teachers need proficiency in order to develop into truly effective members of the art education profession. The categories are inclusive of those aspects identified as essential to effective teaching developed by NBPTS (National Board for Professional Teaching Standards) and INTASC (Interstate New Teacher Assessment and Support Consortium). A brief introduction to each of these areas precedes the specific standards in each area.

CONTENT OF ART

Art teacher candidates are committed to leading personal and professional lives that are involved in and enriched by the visual arts. They recognize that the creation and study of art represents opportunities to explore and learn about traditional, popular, and contemporary art forms within their communities, their culture and the cultures of others. They recognize that learners of all ages, preschool to the elderly, can benefit from learning about the visual arts in a comprehensive way. They value art making, art history, art criticism and aesthetics as integrated components of art education. They recognize that their own personal command of art is essential if they are to help students gain a deeper understanding of various approaches to making, studying, and responding to art. They are committed to knowing about how art content relates to the lives of their students and the educational communities in which they teach.

Standard I.
Art Teacher Candidates Have a Thorough Understanding of the Content of Art.

Art teacher candidates:

A. have strong studio skills and a well-developed understanding of their own art making processes, qualities, and techniques. They are able to express their own feelings and values through the meaningful creation of artworks using different media, styles, and forms of expression;

B. make meaningful interpretations and judgments about their own artworks and the works of other artists. They are able to interpret and critically evaluate art through oral and written discussions. They recognize that informed discussion of art is an essential component of art education;

C. are knowledgeable about the cultural and historical contexts surrounding works of art. They understand that art communicates, challenges and shapes cultural and societal values;

D. are knowledgeable about aesthetic and artistic purposes of art. They are able to explore philosophical and ethical issues related to the visual arts. They recognize that the making and study of art can be approached from a variety of perspectives and viewpoints, such as those that originate from formalist, feminist, social, and political thinking.

E. are knowledgeable about contemporary art and the art world, and recognize the value of studying artworks from popular culture, folk cultures, and other cultural groups;

F. are knowledgeable about the use of traditional and new technologies within the visual arts and art education. They are cognizant of the roles that computer graphics, computer software, and the Internet play within the visual arts and educational settings;

G. recognize the multiple contexts in which art exists such as museums, galleries, and alternative educational settings, as well as within their own unique communities;

H. recognize that learning about the visual arts is a life-long endeavor and is a valuable component of the human experience.

Standard II.
Art Teacher Candidates Make Informed Selection of Instructional Content.

Art teacher candidates:

A. recognize that their knowledge of art is essential to providing meaningful learning opportunities for all students in the visual arts;

B. have an understanding of the range of learning opportunities that a comprehensive approach to art education provides for students of various cultures, ages, abilities, and developmental levels;

C. make informed decisions about topics and issues to address in their teaching. They select specific assignments, works of art, readings, videos, and other resources to share with students. They choose issues, assignments and resources consistent with the academic and personal interests, backgrounds, and needs of their students;

D. understand the importance of developing instruction to make the traditional, popular, and contemporary art worlds accessible to students.

KNOWLEDGE OF STUDENTS

Art teacher candidates recognize that in order to be effective teachers of art, they must be responsive to the abilities, characteristics and learning styles of students. They must also have knowledge of how cognitive and emotional development influence the acquisition of skills in all aspects of art education. Their interactions with students at both primary and secondary levels in a variety of classroom settings during their preparation provides an initial understanding. They recognize that their knowledge of students will evolve and be refined through continued classroom practice.

Standard III.
Art Teacher Candidates Have a Comprehensive Knowledge of Student Characteristics, Abilities, and Learning Styles.

Art teacher candidates:

A. demonstrate an understanding of artistic development as a complex multidimensional process affected by physiological, experiential and social factors;

B. recognize that established stages of artistic development in terms of both art making and response to art are general rather than specific and that each student, regardless of age, progresses on an individual basis in achieving art competencies;

C. understand that students have differing learning styles and develop a repertoire of teaching strategies appropriate to the needs of all students.

Standard IV.
Art Teacher Candidates Are Sensitive Observers in the Classroom.

Art teacher candidates:

A. insightfully observe students and student work to understand individual differences that exist in the classroom;

B. know the importance of acquiring information through formal conferences and informal conversations with students, their families, other teachers, counselors, school psychologists and administrators to gain greater understanding of student needs;

C. understand that students learn in different ways and at different paces. They respect and value the unique backgrounds, abilities and interests of all students;

D. are sensitive to differences in artistic and aesthetic responses of students to works of art and to the varying artistic and aesthetic values of different cultures.

Standard V.
Art Teacher Candidates Are Able to Use a Knowledge of Students to Plan Appropriate Instruction.

Art teacher candidates:

A. know that students may take different paths to the understanding and creation of art and are able to plan instruction that allows for those differences;

B. help students create, experience and understand art relevant to their experiences and interests;

C. insure that students have the physical, cognitive and emotional maturity to accomplish a task safely before allowing them access to any potentially hazardous materials or tools;

D. have high expectations for all students appropriate to individual levels of cognitive, artistic, emotional and physical development.

CURRICULUM DEVELOPMENT

Curriculum development is at the heart of successful art programs. Art teacher candidates need to be well grounded in knowledge about the content and purposes of art, art education, student development and relationships to the overall curriculum in order to make quality decisions about the scope and sequence of meaningful learning experiences. This knowledge will lead teachers and students to make informed choices about art experiences, possible career options, and how the arts fit into and influence individual, community and societal contexts.

Standard VI.
Art Teacher Candidates Develop Curriculum Reflective of the Goals and Purposes of Art Education.

Art teacher candidates:

A. develop curricular goals that make it possible for students to have unique, informed and enriching experiences creating and responding to art. They realize that art making experiences are enriched by opportunities to attend to and respond to the artwork and that these opportunities, along with those to respond to the works of established artists, should be an integral part of the art curriculum;

B. consider national, state, and local curriculum standards and frameworks while making curriculum decisions;

C. make thoughtful choices about the organization, structure, and pacing of indepth learning experiences in the classroom;

D. continuously develop ambitious goals for, and have high expectations of, all students;

E. are capable of developing short- and long-term instructional units as components of a comprehensive, sequential curriculum;

F. understand and incorporate the essential inter-relatedness of curriculum, instruction, and assessment;

G. are familiar with art curriculum resources produced by museum education departments and other publishers and are able to make selections appropriate for their own curricular goals.

Standard VII.
Art Teacher Candidates Develop Curriculum Reflective of an Understanding of the Breadth, the Depth and the Purposes of Art.

Art teacher candidates:

A. develop curriculum reflecting a breadth and depth understanding of art history, artists, and diverse cultures;

B. develop curriculum that encompasses different forms of theoretical and philosophical approaches to art by making theories of art accessible to students;

C. make reasoned and insightful selections of works of art to support teaching goals;

D. consider the content of art in the context of exploring fundamental individual and societal issues;

E. promote student experiences in art by equipping students with a knowledge base of historical, critical and aesthetic concepts.

Standard VIII.
Art Teacher Candidates Develop Curriculum Inclusive of the Goals, Values and Purposes of Education, the Community and Society.

Art teacher candidates:

A. understand the importance of making curriculum content decisions based on student, school, and community contexts;

B. can articulate how the art curriculum coordinates with the school, district and state curriculum guidelines;

C. are capable of interdisciplinary curriculum development and review emphasizing the content of art as an essential component;

D. adapt, change, modify and select from a range of curricular options based on student needs;

E. develop instructional units appropriate for all students;

F. incorporate learning experiences that require higher order and critical thinking skills thereby enhancing student problem solving abilities;

G. develop curriculum which provides opportunities for students to learn to work cooperatively as well as individually;

H. communicate the variety of career options associated with the visual arts and their value in relation to civic, social and economic issues to students, parents, and the community at large;

I. share the goals of their curriculum publicly, especially with students, colleagues, parents, other caregivers, and community members.

INSTRUCTION

Art teacher candidates are responsible for creating and managing instructional environments necessary for appropriate and successful student learning within diverse art classrooms and other educational settings. They plan for, and translate, visual arts and related curricular and interdisciplinary content into successful learning opportunities for students of all ages, backgrounds, abilities, and developmental levels. They develop instructional goals and make sound, sensitive, and ethical instructional decisions based on a strong art content knowledge base, knowledge of students, and a range of pedagogical strategies. They inquire thoughtfully into and reflect upon the nature of their instructional decisions, practices, and assessments.

Standard IX.
Art Teacher Candidates Are Able to Affect Student Learning in the Content of Art.

Art teacher candidates:

A. implement a comprehensive approach to art education that integrates studio, art history, aesthetics and art criticism. They translate this content via appropriate instructional methods and strategies that are compatible with students backgrounds, understandings, ages, and levels of development;

B. encourage students to experiment with and expand their repertoires of media and techniques in their art making, and to see the connections between their own approaches and those used by other artists;

C. help students recognize multiple ways that art elements and principles are used to create visual compositions which express ideas, themes, and subjects;

D. help students learn to solve representational problems using different strategies such as working from memory and experience, with visual narratives, and from observation; using source material such as words, art and other references; working with different styles for greater expressiveness; and working symbolically and metaphorically;

E. help students engage in the meaningful exploration, analysis, interpretation, and judgment of art. They encourage students to make and understand connections between the meanings in the world of art and in their own lives. They help students develop an appreciation of art, and of the world around them;

F. help students become familiar with the history of art, specific artists and art forms of various cultures;

G. introduce students to different forms of theoretical and philosophical approaches to art, and engage them in thoughtful oral and written inquiry into the nature of art;

H. facilitate the development of intellectual values such as critical thinking and higher order thinking skills through active engagement with the visual arts.

Standard X.
Art Teacher Candidates Are Able to Create Effective Instructional Environments Conducive to Student Learning.

Art teacher candidates create instructional environments that:

A. are physically, emotionally, and intellectually safe. These are supportive, shared, and collaborative environments that promote the learning of all students, including those with special needs;

B. embrace a respect for diversity;

C. promote principles of fairness and equity;

D. are well managed and well functioning. They recognize that teachers are responsible for managing the simultaneous activities that take place daily in today's diverse and changing classrooms;

E. allow students to increasingly take responsibility for their own learning, to inquire into the subject, and to learn and think in independent and productive ways.

F. integrate a variety of instructional resources to enhance learning for all students.

Standard XI.
Art Teacher Candidates Are Well-Versed in Pedagogy.

Art teacher candidates:

A. have well-developed planning skills and are able to make informed and flexible instructional decisions. They recognize that careful long- and short-term planning skills are essential for successful art instruction;

B. are able to translate art content and other related curricular concepts into sound pedagogical practices that reflect the needs of students and the inherent characteristics of meaningful art instruction;

C. have a well-developed repertoire of teaching methods and practices within their instructional environments. They recognize that a range of methods is needed in order to increase the learning opportunities for all students, as well as for the appropriate translation of specific art content;

D. allow students to discuss, examine, and share aspects of their art making orally and through writing. They assist students in recognizing alternative interpretations and exploring multiple ways of understanding works of art;

E. have well-developed communication skills and are familiar with appropriate ways of asking questions, facilitating discussions, and promoting critical thinking;

F. are sensitive to a range of student abilities, interests, and skills, and are able to adapt their curriculum and pedagogical practices accordingly;

G. create instructional and learning environments that reflect the use of newer technologies as instructional and learning tools;

H. know the importance of using an array of instructional school-based and community resources to enhance their teaching.

I. provide opportunities for students to demonstrate their success in the visual arts to peers, family members and the community;

Standard XII.
Art Teacher Candidates Inquire Into Their Own Practices and the Nature of Art Teaching.

Art teacher candidates:

A. inquire into their own teaching practices, and the practices of others, in order to further develop and refine instruction. They observe closely the practices other teachers who model good teaching in schools in order to improve their teaching;

B. seek help, advice and mentoring from other teachers, arts supervisors, administrators and colleagues;

C. recognize the professional obligation to model good teaching within art classrooms;

D. continually refine their practices through experimentation with new ways of teaching and demonstrate an openness to new ideas and ways of thinking about teaching;

E. accept responsibility for being up-to date with new developments in teaching and schooling at local, state, and national levels;

F. recognize that value of the teacher as researcher as a means of improving the quality of art instruction in their classrooms, as well as the field at large.

Standard XIII.
Art Teacher Candidates Are Instructional Collaborators.

Art teacher candidates:

A. work to break down stereotypes about art and art learning that may exist among administrators and faculty in other subject areas;

B. identify issues and art resources that can be explored in an interdisciplinary manner with other teachers. They encourage colleagues to use the arts as essential components of interdisciplinary study;

C. seek to learn about the pedagogical practices and instructional programs of other teachers with the purpose of forming interdisciplinary connections and collaborations making art a more articulated and central part of the school curriculum.

ASSESSMENT IN ART EDUCATION

Art teachers, like their colleagues across the curriculum, are asked to take full responsibility for evaluation and assessment. Art in today's schools is a subject for all students, as well as for advanced study by those with particular interests and aptitudes. Art can be studied, practiced, learned and understood by all students as an essential part of their general education and as preparation for lifelong learning in the arts. Prospective teachers are expected to develop expertise in assessment as part of their professional preparation. Their understanding of assessment in art education should be commensurate with their competencies in curriculum and instruction. Indeed, these three areas of teaching expertise must be fully integrated in practice.

The arts contribute unique perspectives within the field of educational assessment. By their very nature, the arts can be seen, heard and viewed in their particular forms. In the visual arts, teachers have access not only to finished works by students, but also the record of their creation through media such as sketches, plans, notebooks, and portfolios, all evidence of the creative process. Art educators have at their command an array of authentic assessment strategies much more meaningful than the traditional paper and pencil tests often prevalent in schools.

As often as possible, assessments in art include actual performances in the forms of created artworks, essays and critical responses, interpretations and evaluations of works of art, and other authentic, as opposed to surrogate, tasks. Authentic assessments are, as often as possible, fully integrated with and consistent with the art curriculum and the instructional strategies employed by teachers. They are appropriate to the individual needs of students as they further their study in the visual arts.

Prospective art teachers develop a repertoire of assessment strategies that parallel the instructional strategies or methods they have learned and practiced. They plan curriculum units with consistent approaches to instruction and assessment. They base assessment on measurable and observable criteria which is clearly communicated to their students. Prospective art teachers prepare for three broad categories of assessment: student learning outcomes; teacher effectiveness; and program effectiveness.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Standard XIV.
Prospective Art Teachers Conduct Meaningful and Appropriate Assessments of Student Learning.

Prospective art teachers will:

A. develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content of art;

B. use multiple methods of assessment, both formal and informal, formative and summative, and a range of assessment strategies such as portfolios, journals, class critiques and discussions;

C. regard assessment as a joint venture through which both student and teacher understanding is enhanced;

D. create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings;

E. assess higher-order thinking and problem solving as well as discrete skills, knowledge, and understandings;

F. recognize the individuality of students and individual responses to assignments;

G. ensure that all students have an equal opportunity to display what they know and can do in art;

H. provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work;

I. model good assessment processes that assist students in assessing their own work and the work of their peers;

J. provide recognition of a variety of student accomplishments and positive behaviors.

ASSESSMENT OF TEACHER EFFECTIVENESS

Standard XV.
Prospective Art Teachers Systematically Reflect Upon Their Own Teaching Practice. As Students of Teaching, They Recognize That They Will Gain Expertise With Experience and Will Continuously Improve Their Efforts to Teach Effectively.

As prospective professional educators with a positive attitude toward learning, they:

A. reflect on their teaching practice to extend their knowledge, perfect their teaching, and refine their evolving philosophy of education;

B. are open to new ideas for teaching and continually seek to refine their teaching skills;

C. seek and accept qualified advice and constructive critiques of their teaching practice from arts supervisors, administrators and colleagues;

D. evaluate the effectiveness of their instruction and influence on students;

E. search for patterns of student accomplishment and behavior in their classroom that reflect on their teaching effectiveness;

F. assure that students have real opportunities for success through careful instructional planning based on appropriate and achievable educational goals;

G. evaluate student progress as a whole in relation to their own immediate, short-term and long-term instructional objectives;

H. analyze their strengths and weaknesses as teachers and employ that knowledge for professional development;

I. observe and analyze teaching practices of mentors;

J. develop a capacity for ongoing, objective self-examination, an openness to innovation, and a willingness to change in their continual effort to strengthen their teaching.

ASSESSMENT OF PROGRAM EFFECTIVENESS

Standard XVI.
Art Teachers Deal With Broader Issues in the School Setting Beyond Concern for Individual Students. At Times, They May Need to Assess the Entire Art Program Within the School or District Setting.

A teacher might ask, for example, if the art program fosters positive attitudes toward art. Do students gain access to the enrichment the visual arts offer for lifetime learning? Do students experience the power and passion of art as well as gain intellectual knowledge about art? Does the art program serve all students equally well? Is the art program consistent with and complementary to the rest of the school curriculum?

In order to deal with these and other broad issues, prospective art teachers need understanding of assessment principles sufficient to gather relevant information and formulate adequate responses. They must be able to adapt their assessments to serve school-wide and system goals as necessary.

Art teacher candidates:

A. formulate questions that address the effectiveness of their art programs with regard to program, school, and district goals;

B. develop assessment strategies to deal with broad issues of program effectiveness;

C. recognize the most effective forms of communication needed to convey results to various audiences, including many of the same assessment strategies used in the classroom such as exhibits, portfolios, test scores, and so on.

D. convey results in meaningful, understandable form appropriate for popular audiences;

E. know the importance of reporting results of assessments to students, families, administrators, and the public.

PROFESSIONAL RESPONSIBILITY

Continual development as a professional and staying involved with the profession enhances both the individual and the profession. Maintaining membership in organizations that support art education, schools and the community is the responsibility of the professional art educator. Reflection, research and collaboration with colleagues at all levels aids in continual growth and development for teachers and their students. This, in turn, contributes to the quality of life for the school, community and society.

Standard XVII.
Art Teacher Candidates Continually Reflect on Their Own Practice.

Art teacher candidates:

A. continually examine their thinking and assumptions about themselves, their students, and the field of art education;

B. can clearly articulate their teaching philosophy and the unique ways in which art learning contributes to cognitive, emotional and social growth;

C. have developed a professional resume and portfolio and are aware of the importance of continuing to document their teaching effectiveness throughout their careers;

D. act as researchers studying different teaching strategies;

E. communicate the vital role that the visual arts play in education to the larger community including school administrators, parents and colleagues in other disciplines;

F. know the importance of actively participating as members, being part of policy committees and educational councils, and in collaborations with other educators and colleagues at all levels;

G. are knowledgeable about the literature and know how to access publications and Internet sites in the fields of art and education;

H. work with colleagues in the schools to foster a professional culture that has a significant place for the arts;

I. recognize the value of working with educators from other schools, districts, colleges and universities, arts organizations and museums;

J. continue to develop as artists and appreciators of art, engaging in their own studio work and seeking opportunities to learn more about art.

Standard XVIII.
Art Teacher Candidates Recognize Their Responsibilities to the Schools and the Community.

Art teacher candidates:

A. are involved and contributing members of the total school community;

B. are prepared to work with colleagues to improve and evaluate professional development plans and practices;

C. are prepared to provide leadership in educational and professional roles.

Standard XIX.
Art Teacher Candidates Contribute to the Growth of the Profession.

Art teacher candidates:

A. are active members of associations, museums and organizations connected to their profession;

B. have an understanding of the history of the profession and the foundations of art education;

C. recognize the value of professional development by participating in seminars, workshops and conferences;

D. know the importance of making presentations at professional, school, parent, and community meetings;

E. realize the importance of research and its impact on practices in the classroom;

F. know the importance of contributing to the literature of the profession;

G. are aware that their own professional growth can be enhanced through efforts to:
   a. conduct action research in their classrooms,
   b. collaborate with educational researchers to examine their practice,
   c. continually expand their repertoire of teaching methods and strategies,
   d. deepen their knowledge of art, art education, and learning and development,
   e. model for their students what it means to be an educated person;

H. are prepared to serve in the future as peer coaches or mentors to student teachers, new teachers and other colleagues.

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